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ABSTRACT

This document describes the three programs in School and Parent Community Involvement developed by the Home and School Institute (HSI) in conjunction with the Trinity College's Master of Arts in Teaching Program. The in-service teacher development programs are a Master's of Arts Concentration in School and Parent Community Involvement, a five-step workshop model, and a one-week intensive workshop model. The first two sections of the document list distinguishing characteristics of the program and facts about community involvement on which the program is based. The third and fourth sections of the document give the background of the program and competency-keyed objectives for program participants. Sections 5 and 6 are devoted to detailed descriptions of the three programs, and section 7 lists prominent discussion issues. Sections 8 and 9 describe the program's evaluation procedures, and section 10 provides information on the HSI Parent Program, reactions to the program, HSI publications, and research information on which the HSI Trinity Programs are based. (HMD)

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SCHOOL AND PARENT

COMMUNITY INVOLVEMENT

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The Home and School Institute, Inc. & James Van Dien
Trinity College 1974

- TO BRIDGE THE HOME-SCHOOL GAP AND SHARE EDUCATIONAL ACCOUNTABILITY
- TO TAP THE EDUCATIONAL GOLDMINE OUTSIDE THE SCHOOL WALLS AND BUILD HOME-SCHOOL-COMMUNITY ACADEMIC PARTNERSHIP

IN-SERVICE CAREER DEVELOPMENT

This specially designed graduate credit program, based on current home-school educational research, offers tested approaches and materials to help schools work more effectively with parents and community.

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THE SCHOOL AND PARENT COMMUNITY INVOLVEMENT PROGRAMS:

Teacher/Education Designed by The Home and School Institute in Conjunction with the Trinity College Master's of Arts in Teaching Program

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SCHOOL AND PARENT-COMMUNITY INVOLVEMENT: NEW DIMENSION IN TEACHER EDUCATION

developed by the Home and School Institute in conjunction with the Trinity College MAT Program

These programs are designed to translate into practice the growing volume of educational research which indicates the importance of the home as the major educational institution in our society.

Not even the best school can or has ever done the completed educational job alone. While there are programs designed to build school public relations, the HSI/Trinity approach differs in its emphasis on building educational relations between home-school-community.

I. CHARACTERISTICS OF THE HSI/TRINITY PROGRAM:

1. An innovative use of the school to build an education for children that ties together school=home-community experiences, including but also going beyond traditional school public relations into ways to bridge the educational gap between the institutions and to tap the educational resources outside the classroom.
2. Practicum experience in school-community and product/plans development are major components in the training programs, regardless of their time duration.
3. A team approach which brings together school personnel, teachers and administrators, parents and school aides.
4. Development of specific, needed competencies in school-community work see "core program" competency listing on page 3 .
5. Major emphasis on work with in-service educators, these already on the job who will be staying on the job and who realize needs in school-community. Most of these people have not previously received training in school-community.
6. Providing this school-community approach for educators in the "regular" school years, not just in the pre-school, where work with parents has been traditionally accepted.

THE UNIVERSITY OF GEORGIA'S FOLLOW THROUGH PROGRAM IN SPRING, 1974, AFTER A NATIONAL SURVEY, DETERMINED THAT THE HSI/TRINITY PROGRAM WAS UNIQUE NATIONALLY.

THE MODEL OF USING PARENTS AS TEACHERS, the one used by HSI since its parent programs first began in 1965, is the one identified in the 1973 Stanford University study, "Parent Involvement in Compensatory Education Programs," as the model research thus far indicated as having the most promise: "The participation of parents as tutors of their own children."

HSI/TRINITY approach uses the schools, through "regular" school personnel as the delivery system for home-school educational services and thus can be seen as a low-cost, wholesale means of enhancing total educational quality.

II. RELEVANT FACTS IN SCHOOL-COMMUNITY TODAY:

1. Research today continues to show that parents are the children's most important teachers--and that not even the best school can do the job alone. Schools need parents as supplemental teachers, partners in education. (See research listing at end of paper.)
2. Community pressures are greater than ever before for parents and other taxpayers to be knowledgeable about what's happening in schools. A few parents may want direct involvement (i.e. running a school) but almost all parents are interested and asking for more information about the work of the school and how parents can help. (A Gallup poll indicated that 80% of parents interviewed want to find out what they can do at home to improve their child in school.) School support, in the form of bond issues and budgets, is also very dependent on teachers and administrators having the ability to communicate information about the work of the school.

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3. Desegregation and busing are breaking up existing patterns of neighborhood schools. In the years to come, school personnel will have to make a special effort to reach out to parents scattered as to geographic locale. A successful home and school program will do much to establish the school as a real center for integrated community involvement.

4. Most pre-service and in-service training of teachers and principals, have offered little, if any, help in working with parents and in tapping the educational goldmine outside the school walls. In Title I schools, which this program reaches extensively, parents have tended to be more diffident and unsure about the schools. In these schools there is even greater need for teachers and administrators to have the skills and attitudes necessary to work well with the community.

5. School statistics and the wider labor market indicate that teachers currently on the job will be there for some time to come. New blood, in short, is not going to come into the system; there will be few new job openings, at least for the next several years. In-service training of currently employed teachers must increasingly be relied on as the major means of introducing innovation and effecting change. One of the changes uppermost in many peoples' minds is a new relationship between schools-parents and community.

6. Compensatory education that focuses on the child alone in school hours without the support of the home environment and community is coming up short, as registered on any number of achievement tests, from Head Start on. It is increasingly apparent that to help "disadvantaged" youngsters, in particular, and really to help all children, it is necessary to involve the home and community. Otherwise, it is money and effort down the drain. If it can be shown through this project that it is possible to deliver better, more rounded education by training teachers and administrators in how to work with the community, we will have achieved a wholesale delivery system that will be far less expensive and more efficient than the current compensatory education within school hours approach.

7. The school-parent-community field, as education and not just public relations, has few materials for teacher use in the classroom thus far. One of the major goals of this program is to develop materials and plans to help teachers and administrators on the job. HSI's "The Home-School New Educational Partnership" and the HSI Newsletter are two publications used in HSI/Trinity teacher training.

III. BACKGROUND AND GOALS OF PROGRAM

School and Parent-Community Involvement builds upon a basic core program developed by HSI and tested in two graduate education programs.

School and Parent Community Involvement, begun in 1971, is an established graduate credit program at Catholic University and at Trinity College in the Master of Arts in Teaching Program where it continues and has evolved into a graduate concentration in SCHOOL AND PARENT-COMMUNITY INVOLVEMENT.

The teacher training itself builds on the original HSI parent-oriented program, THE HOME LEARNING LAB, which itself began in 1965, in the pre-Head Start days. Both the parent program and the teacher programs are tested and have produced materials and publications now in national distribution. (See publications listing at end of this paper.)

The School and Parent training program fulfills the certification requirement in school-community. The program has been demonstrated at the National Association for the Education of Young Children and at the Career Elementary Education Conference, and featured in The Scholastic Teacher and other publications. The HSI teacher training publications have been reviewed in LEARNING MAGAZINE.

HSI/Trinity have received teacher training grants from the EPDA Federal Program and from The Hattie M. Strong Foundation of Washington.

Several program plans have been developed and tested: the content/duration of programs vary from one day, to three day, to week long, to full semester courses, and a new 21 credit major concentration.

A KEY ASPECT OF HSI/TRINITY PROGRAMS IS THAT THEY ARE OFFERED AT TIMES TEACHERS/ADMINISTRATORS ON THE JOB CAN IN ADDITION PARTICIPATE IN THE PROGRAMS, after school, or in one-week three credit, accelerated sessions.

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IV. COMPETENCY-KEYED OBJECTIVES OF THE "CORE" PROGRAM:

1. Participants will learn about current research findings and news of current scene in home-school learning. Participants will be able to demonstrate basic grasp and overview of the research picture in this emerging field.

2. Participants will learn how to help parents become more effective teachers of their children at home, using home materials and home abilities so that children develop stronger self-esteem and a better chance to succeed in school. Participants will demonstrate ability to design home teaching activities, producing a group booklet of these activities.

3. Participants will learn about new ways to involve parents and community in the work of the school, including ways to communicate more effectively in conferences, newsletters, meetings, etc. Participants will demonstrate understanding of a wide range of school-communication approaches. Sharing of what has worked for all participants (and what hasn't worked) will be a source of many new ways, along with input from staff and news of projects across the country.

4. Participants will learn about resources in local and national area that can provide materials and personnel to help their school in home-school-community efforts Participants on final evaluation will be able to indicate such resources.

5. Participants will find out what other schools and national programs are doing including: Home Start, Head Start, Follow Through, Right to Read and others. Participants will be able to display a working knowledge of these projects

6. Participants will receive problem-solving training and practice for home-school-community conflict situations: techniques of avoiding school-community conflicts and ways to handle them once they arise. Participants will be able to demonstrate through problem solving actual case studies.

7. Participants will receive knowledge about citizen participation in education, theoretical as well as practical, from the "8 Rungs of Citizen Participation" to how-to's of setting up a volunteer program at school. Participants will demonstrate their grasp of their knowledge and problem solving in citizen involvement.

8. Participants will take part in readings and evaluations of materials in the field of home-school-community involvement. Participants will demonstrate knowledge of their materials on final evaluation for program.

9. Participants will learn techniques for helping parents in school-community decision making and the how-to's of system evaluation of personnel and program of schools--particularly needed skills now in this period of decentralization and community input and control. Participants will demonstrate understanding and ability in this area through problem-solving case studies on final evaluation.

10. Participants will participate in discussions of the how-to's of follow-up, of dissemination of HSI/Trinity Program and overall school-community approach to colleagues, parents, and in training for paraprofessionals and volunteers. Suggested avenues for follow-up will be a topic of final evaluation and provide an opportunity for participants to plan their approach even before they leave the workshop itself.

V. THE MASTER OF ARTS CONCENTRATION IN SCHOOL AND PARENT-COMMUNITY INVOLVEMENT

Purpose and Target Population

The School and Parent-Community Involvement Concentration is designed for experienced teachers, administrators and guidance personnel who wish to prepare themselves for careers in the school and community field.* Students will analyze school and community relationships from the perspective of the social science disciplines and will develop practical strategies and programs for implementation in their schools.

Rationale

Educational research indicates that the goals of education are most completely realized when there is strong home and community support; not even the best school can do the job alone. Moreover, community pressures require more than ever before that teachers and educational personnel be knowledgeable about school-community issues. Accountability, decentralization, desegregation, school budgets and bond issues are among a few of the potentially explosive issues which educators must be prepared to resolve. In the years to come, teachers and administrators particularly in the areas of administration and guidance will have to be ready to work more closely with parents and community in planning of curriculum and implementation of educational programs.

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Under the pressures cited above, many school districts are giving more attention to school and parent-community relations, and new positions and careers are developing in this field. However, most pre-service and in-service training for educators up to now has provided little help in building a practical, working approach to school-community interaction and coordination.

Trinity College and the Home & School Institute are in a favorable position to develop a concentration in this area. One the one hand, the Master of Arts in Teaching Program is largely attended by in-service urban teachers who have expressed interest in educational administration and other programs leading to new careers in education. On the other, Trinity already offers in conjunction with the Home and School Institute core courses in the development of skills and practical applications. Related courses in human relations, group process and educational administration are also given in the M.A.T. Program, while both the Sociology and Political Science Departments have faculty members, oriented toward community and educational problems, who offer courses needed in the concentration.

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*Also eligible are students who do not have teaching experience but who are eligible for teacher certification.

COURSE OF STUDY

Twenty-one credits, including the field study required of all M.A.T. students. Among the required courses are: the basic core program:

Ed. 605: Schools and Parent-Community Involvement - Part I

3 credits

An introduction to critical questions and issues in the field. Course includes research data, parent-teacher product development, including home teaching activities, and school plans; problem solving in home-school-community communication: Homework, conferences, testing, report cards; use of volunteers and paraprofessionals.

Ed 606: School and Parent-Community Involvement - Part II

3 credits

An advanced course stressing school community-needs assessment, workshop training plans, and development of models for implementation and evaluation techniques.

and choices which include:

Accountability in the Schools
The Schools and the Courts
Approaches to Community Organization
The Structure of Power In America

TOTAL 21 Credits

Note: School Finance and Evaluation both hotly debated topics today, are covered in the Accountability and the basic Administration Courses.

Duration: Participants are able to complete their M.A.T. full time or part time. Full time usually means a full year including summer session: part time includes two full years including summer session.

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VI.) THE FIVE-STEP HOME AND SCHOOL INSTITUTE WORKSHOP MODEL

1) Assessment of Participant Needs: preliminary session with representatives of group to be attending workshop: parents, teachers, administrators, etc. Sample agenda discussed; specific plan developed for this particular group.

2) Overview of Home-School-Community Scene Today: Topics addressed include research, current situations, major innovative projects, etc. (See list on workshop topics for parents and teachers Section VII.)

3) Specific Problem Areas: Case studies, role playing--bringing the overview close to home. Strong participant involvement.

4) Development of a Product: Participants work in teams to develop materials their schools need: perhaps a compilation of home-school involvement, etc. These materials are then discussed in the total group. The idea is to put "talk" into real action to be carried back to the schools.

5) Evaluation and Follow Up To Be Developed

VI.(b) THE SCHOOL AND PARENT-COMMUNITY INVOLVEMENT: One Week Workshop Design

In-Service Career Development

SCHEDULE:

AM: Meet the Participants: group dynamics techniques warm ups
What Research Tells Us Today:
THE HANDWRITING ON THE SCHOOL WALL--"Home"
From Theory to Practice Reaction Cards: by participants:
(Pre-Workshop Packet Put to Use)
School-Community Issues Today: Local and National:
Accountability, finance, legal, decentralization

NOON: Lunch

PM: Group Dynamics Technique Warm Up
Reaction Time by participants (question/answers) on issues & tensions today
Case Study: home visit model
In and out basket problem solving on specific issues raised by participants

Recorder and feedback/small groups
Filmstrip
Materials sharing: small group sessions
Feedback Sheet

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AM: Group Dynamics Techniques Warm Up
Citizen Participation in Education:
Models for Decision Making
System Change
Evaluation of Schools/Personnel
Reaction/q and a time
Filmstrip
"8 Rungs of Citizen Participation"

NOON: Lunch

PM: Group Dynamics Technique Warm Up
How to Change the Schools
What is a Good School/materials for Lurie/Postman
WHAT'S WORKED FOR YOU: Sharing your ways/your expertise in work with parents and community. PRODUCT DEVELOPMENT #1
In and out basket problem solving Feedback sheet

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DAY THREE

AM: Group Dynamics Techniques Warm Up
The Home Learning Lab: HSI:
Q and A
How Teachers Can Design and Use Home Teaching Activities
PRODUCT DEVELOPMENT #2: Participants Prepare Booklet of Home Teaching Activities: each participant designs own.
In and out basket problem solving
NOON: Lunch
PM: Group Dynamics Warm Up
Tasks of Public Education Exercise
Communications Workshop: Materials Development: PRODUCT DEVELOPMENT #3
Parent Involvement in School Programs: aides, volunteers, etc.
Sharing Product #1: What's Worked for You
Feedback Sheet

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DAY FOUR

AM: Group Dynamics Warm Up
The School Sets Up A Plan for School-Community-Parent Work:
Ideas for Activities
What's Worked
How-To's of Better Conferences/Reporting
Explanation of and Penciling in of Tentative Yearly Plan: PROJECT DEVELOPMENT #4
NOON: Lunch
PM: Group Dynamics Warm Up
Sharing: Home Teaching Activities Booklet: Project #2
Communications Workshop Materials: Project #3
In and out basket problem solving
Yearly Plan - Guidelines/Development
Feedback Sheet

- -

DAY FIVE

AM: Warm Ups
Visual Presentations of Yearly Plan Suggestions from All Participants:
Product #4
Q and A session
How-To's of Implementation and Follow-Up: After the Good Idea: What?
Resources for more information
NOON: Lunch
PM: Warm Ups
Model Programs Discussion including:
PACTS: The Washington DC Plan for Involvement of Parents, Administrators, Children and Teachers
In and out basket problem solving
Q and A Preparation for "Final" in School and Parent-Community Involvement
Workshop Evaluation Sheet for all five days.

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DAY SIX

AM only: SHOW WHAT YOU KNOW: EXAM

FOR YOU INFORMATION: Evaluation in this program is based on:
*Accomplishment of readings (two books and two articles minimum) as evidenced by critical evaluations
*Sharing of materials from organizational sources
*Active participation in daily workshops

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*Satisfactory completion of these products:
What's Worked for You
Home Teaching Activity
School-Home Communication
Yearly Plan
*Satisfactory performance on examination

VII. THE TOPICS BANK: selected issues

A. WHY A SCHOOL-COMMUNITY PARTNERSHIP: National issues: accountability, community control, decentralization, the voucher, etc. What are they? How do they affect this community?

Goals of schooling: broad? narrow? Do we need to agree?

B. WHAT WE'RE LEARNING ABOUT PARENTS AND THE HOME AS THE MAJOR EDUCATIONAL INSTITUTION IN SOCIETY: The family today: how different is it? Role of the home in the education of the child: what research tells us.

The Home Curriculum: The HSI course design for home teaching activities (see section X)

C. TEACHER-PARENT ACCOUNTABILITY: needs/anxieties of two groups working together.

Rights of parents: help and support parents can realistically expect of school
Teachers' expectations of parents: help and support teachers can realistically expect of the home.
The role of the administrator: what is it?
Assessing the current situation: ways in which home and school work well together now. Areas in which improvement is needed.

D. STEPS TOWARD A BETTER HOME-SCHOOL PARTNERSHIP:

The PTA: any changes needed?
Looking straight at troublesome issues: including discipline, testing, pupil records, even homework--how to handle and explain.
Parents in the school: volunteers, paraprofessionals, visitors: do we want them, and if so, how to get them.
What other schools are doing: innovations in other places in parent involvement: what can we learn from what other schools are doing?
In-service training for teachers/administrators: what kinds? How to afford/ and schedule it?
In-service training for parents: what kinds?
The communications hang-up: what type of information is needed for exchange between school and community?
Actual design of materials to put school's message across and to provide feedback into the school all during the year from the community.

VIII. EVALUATION GUIDELINES -- After the training is over.

1. Improved skills and attitudes of teachers/principals: Can be evaluated by:
   a. Pre and post teacher attitude assessments
   b. Random sampling of parents reached by project: questionnaire, interview.
   c. Actual development of programs and materials for each school: what has really been developed and used.
2. Object: Parent reinforcement of children's learning:
   a. On home teaching activities:
      Check list for parents to indicate whether they were informed about activities, whether they tried them, and how they worked.
      Check list for teachers on number and type of activities themselves by parents: how good were the ones designed for them by the instructor?
3. Object: More supportive community-school relationships:

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a. Numbers of and attendance by community at various school meetings. Has it grown or decreased? If so, why?

b. Attitudes questionnaire, random sampling, pre and post project, of project participants and parents affected.

4. Object: Design and dissemination of materials and home-school approach:

a. The actual production of materials related to the training of professionals for home-school-community work which have been developed and tried.

b. Evidence of workshops, participation at conferences, etc.

c. Evidence of dissemination of in-service training to others who have not themselves taken part in the training by those who have.

5. Object: Increased Understanding of the Materials in the Emerging Field of home-school-community involvement.

a. Survey pre & post workshop/course of participants' awareness of organizations, materials, people in the field.

IX. WHAT HAPPENS BACK AT THE SCHOOLS?

The experience of the HSI/Trinity program, since 1971, is that plans and materials developed in the workshops are put into actual practice in the participants' schools in the coming school year.

Evaluations of course participation show that 90% of the recent participants indicate immediate changes in their work based on this program. 97% indicate expectations for continuing long-range impact.

In a 1973-1974 SPECIAL PROJECT, nine schools participated: 5 urban, 4 suburban 10 principals; 18 teachers working on a school team basis

IMPACT OF PROJECT:

"Do you believe (6 months after workshop) that your participation in the workshop has brought about changes in your program re parent and community?"

100% of the participants said YES.

Among the specific changes cited:

*All participating principals indicated implementation in their schools of the year's plans in school-community they designed in the workshop.

*These plans included workshops, newsletters, staff in-service, home teaching activities, etc.

87% of the participants indicated that the planned activities had been successful.

LOOKING FORWARD: Do you believe that this program will have a continuing impact on your work with parents and community?

Total group: 100% of the participants said YES.

Overall conclusions of note:

*The team approach of the project was soundly endorsed in terms of its making follow-up work in school-community easier.

*All schools are implementing (not just talking) about activities in school-parent-community.

*Participants are actually using the materials/approaches from the workshop/both in urban and suburban settings.

*While problems may be somewhat different between urban and suburban schools, indications are, that using the team approach, similar overall work in school-community is useful to both groups

*The impact of the workshop training, both for now and in the future, was endorsed unanimously.

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THE HOME LEARNING LAB: How Parents Can Help Children Achieve

This is a curriculum, to help parents prepare for and build on the work of the school. A variety of easy, inexpensive home-teaching ideas are discussed and demonstrated. Emphasis on thinking, reading, writing, math, science, etc. at home.

Major Goals of Program:

1. Building parents' knowledge and confidence about their children.
2. Developing parents' confidence in themselves as parents: "I can cope."
3. Teaching specific skills for parents to use as new breed of home-teacher, pre and during school years to supplement work of the school, to prepare child for academic success and build childrens activity.
4. Building a better working relationship between home and school: a partnership approach to education.

Topics Surveyed In Course:

Parenthood in the 70s - the changing family
Goals and values
Parents as teachers - the home as a learning lab
Involving Dad
How course works

Self renewal
Discipline - techniques
Responsibilities

Thinking and imagination building
Teaching children how to think
observation, comparing, classification, cause and effect
summarizing, looking for assumptions, problem solving,
giving a good critique, decision making, empathy,
imagination and inventive thinking, organizing and sequence

Reading - readiness
infant education
stimulating young readers
keeping older ones at the books
using the library - reading aloud
children's magazaines, encyclopedias
Writing - communication, not penmanship

Money and allowances
Encouraging an interest in math: puzzles, games, relationships

Where does the child get his self image?
Music - drama - puppets - dance
Outdoor play
Crafts - art - making - gifts and games
play-story groups

Making the most of outings
Teaching the child about the world - maps - current events - violence - differences among people
Science projects at home
TV at home
Coping with crises: death, divorce, new baby
Storage and management ideas
Whatever didn't get covered
New trends in education
Ways parents and teachers can work together more effectively

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X.B. REACTIONS TO HSI PROGRAMS AND MATERIALS:

"I am convinced that your approach is the one that will pay off in a more effective partnership between home and school."

M. Sylvester King, Vice-Chairman
City of New York Board of Examiners

"Congratulations on the quality and variety of your materials."

Sister M. Ambrosia, S.S. N.D.
Acting Superintendent of Schools
Archdiocese of Baltimore, MD.

"I am very impressed with your HSI materials. I wish I could take your course... I played some of your games and she (my four year old) loved them.

Lynda Johnson Robb

"Your newsletter has been of great help to me in the Title III Project here at Monroe Elementary School."

Karel Cripe, Project Director
Title III
Jamesville, Wisconsin

"All of us had a positive reaction to your Newsletter. It is specific and practical and written so that parents will understand and enjoy it. We felt that it could be a real help in increasing parent self-confidence, which is really important, if you believe the thesis that most parents are intimidated (unconsciously or otherwise) by a school. I myself have sometimes felt like a child again when talking to a principal about one of my children's problems. In short, we think you are on the right track and hope HSI is getting a lot of good response and interest."

Don Davies, Director
Institute for Responsive Education
Yale University

"I would like to tell you personally that I have enjoyed reading the HSI Newsletter in its first year of publication. I have found the information rewarding and educational in my role as a school administrator in a suburban Chicago school district. I will plan to renew the subscription that we have enjoyed so much this past year."

Bob Blazier, Superintendent of Schools
Crystal Lake, Illinois

After attending the week long meeting at the end of June (1974), we would recommend the course as an <u>introduction</u> to the area of home-school relations. The course would be primarily useful to teachers and principals already interested and committed to increase parent involvement and would provide a very brief overview of some of the work being done in this area. Dorothy Rich and the other workshop leaders worked very hard to provide a stimulating experience which generated lots of enthusiasm and a multitude of creative ideas on activities for participants to undertake for the coming year at their individual school site.

Angela Garcia, Urban/Rural Project
Stanford University
Palo Alto, California

"These are really excellent materials"

Ruth Love Holloway, Director, USOE
Right to Read

"I have just received my first copy of your Newsletter and I am delighted by its content. Until now, I was not aware of your existence and I have long felt that such an entity should exist."

Larry Horyna, Director
Northwest Community Education
Development Center
University of Oregon

"Clearly, you are performing an important mission."

Richard Saxe, Chairman
School of Education
University of Toledo

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"I would like to express to you and Ms. Mattox(HSI consultant) "Thanks" on behalf of the local staff which attended the recent MAP Conference for your excellent and most informative presentation on home-school coordination. We were challenged to explore the possibilities of such a well-planned program to the greatest depth. The packet which you distributed was excellent."

Alice Smith, Director
Follow Through Program
Gulfport, Mississippi

"I was very pleased with the Home and School Institute Newsletter. We need more of this and in wider distribution."

Carole Franks, Staff Consultant
Area Service Center for Educators of
Gifted and Talented Youth
East Peoria, Illinois

"I enjoyed every second of the course...it is hard to say which one of the sessions I liked the most because they were all interesting and stimulating."

Ellen Leddy, Parent, Falls Church, Va.

"Efforts such as yours to alert parents to the role of early childhood education, and the need for stimulation and education in the home at all ages, will help towards the new legislative day."

John Brademas, Chairman
Select Subcommittee on Education
Congress of the United States

X.C. FROM THE TEACHER IN-SERVICE PROGRAMS:

THE HOME AND SCHOOL INSTITUTE NEWSLETTER: Specifically designed for community and school leaders -- ideas and materials from HSI courses, special reference to ways to build more effective public and educational relations. ($6.50 for six issues: special bulk rates for community use on request)

THE HOME SCHOOL NEW EDUCATIONAL PARTNERSHIP: A HANDBOOK OF TEACHER-TESTED Techniques & Activities for Parent-Home Involvement in Children's Learning

Offering teachers ways to work with parents, sharing educational accountability with the home. Including 10 special use sheets: The Home Report Card, Home Games to Teach School Skills, Idea Sheet for School-Community Involvement. $3

From the Parents' Program:

*	Reading Success For Children Begins At Home		
*	Writing Success For Children Begins At Home		
*	Thinking Success for Children Begins at Home	Each	$2.00
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X.D. FYI: Research Information from the Home and School Institute Trinity College School and Parent Community Involvement Programs.

Be it ever so humble, home is not only where the heart is. Educational research is showing where the brain is too.

Almost daily, there is mounting undeniable evidence that the home and the community are vital to and intimately linked with school achievement.

Here is a brief listing of some of this crucial research which explores how and when and where children learn with increasing emphasis pointing to home and community.

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Bloom, Benj., Stability and Human Change, New York, John Wiley. 1964: the studies that gave impetus to the Head Start movement, the importance of early years.

Blum, Zahava and Coleman, James, "Longitudinal Effects of Education on the Incomes and Occupational Prestige of Blacks and Whites," Baltimore, Md., John Hopkins University, 1972. black mother's education most significant predictor of son's financial success.

Central Advisory Council on Education, Children and Their Schools, The Plowden Report, London, 1967.: pointing to strategic influences of family in education.

Coleman, James et al, Equality of Educational Opportunity, Washington, US Office of Education, 1966 : pointing to influence of peers and family over who and what is taught in school. Gave impetus to busing movement.

Goertzel, Victor and Mildred, Cradles of Eminence, Little Brown publishers, 1962. Detailing the lives of 400 eminent men and women of the 20th century: strongest force in their lives--school? no! It was the driving mother!

Husen, Torsten, International Assoc. for Evaluation of Educational Achievement, University of Stockholm, Sweden, 1973. Home seen as crucial factor in education internationally particularly in teaching reading. Reading environment of home more significant than income and class in determining how well students read.

Levenstein, Phyllis, Verbal Interaction Project, Family Service Assoc., Freeport, Long Island, New York.: one of many developing projects to help mothers work with pre-school children: solid IQ gains reported from this work at home.

Moynihan and Mosteller, On Equality of Educational Opportunity, Random House, 1972. Reassessment of the Coleman Report substantiating earlier finding emphasizing importance of home and community.

Project Home Start, new US government operations, sponsoring home-bound programs to reach pre-schoolers across the country, Box 1182, Washington, D.C.

Jencks, Christopher, et al., Inequality: A Reassessment of the Effects of Family and Schooling in America, Basic Books, 1972.: pointing to the importance of family over typical schooling, that schooling alone cannot provide equality.

Rand Corporation, How Effective is Schooling? Submitted to the President's Commission on School Finance , Dec. 1971. Disputes link between more money and better schooling pointing to home/community factors as significant prospects for better schooling.

Right to Read Program, 1974, Natl. Search for Exemplary Reading Programs, American Institute for Research, Palo Alto, California

Schaefer, Earl, Infant Education Project, Catholic University, 1968. Pioneering study on stimulation of infants by tutors coming into the home; pointed to need for ongoing parental involvement with children as significant factor in educating children, over and above influence of school.

Stanford Research Institute, Parent Involvement in Compensatory Education Programs, Menlo Park, California, August 1973. "In general evidence supports the participation of parents as tutors of their own children. There is only a little direct evidence that employing parents as classroom aides and community workers, or involving them as decision makers, will bring about improvements in the academic performance either of the children of parents so involved or of other children in the same program."

Parental involvement indicated as major factor in reading achievement.

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US Office of Education, 1972 Targeted Research on Relationship Between Teacher Preparation and Reading Achievement: no significant relationship seen, again, influence outside of school emphasized by fact that in-school factors appear to make no difference, or little difference.

Westinghouse Learning Corporation, The Impact of Head Start, June 1969.: the study that pointed to disappointing results of Head Start in terms of significant standardized test measure differences. Led to general loss of confidence in in-school remedies started search for out of school factors in education.

These are but a few of the many studies now becoming available that point consistently to home and community as educational institutions, the places where real differences are made in children's lives. Because the school has appeared so omnipotent, the public may need some persuading. These research studies and books help provide the data needed to persuade more people of the importance of home and community in education.

Educational research, while fueling some fires of public discontent, is at the same time pointing to a realistic home-school path educators can follow.

Parents have needs that schools will have to fill. After years of being told that they (parents) don't know "the right way" to teach, they'll need to have their confidence boosted. Schools will have to convince parents to trust themselves and once again regard themselves as their child's primary and ongoing teachers.

Today's parents have more potential than past generations for causing the school trouble and for offering the school help.

Better educated than ever before, today's parents no longer automatically tell their children, "Stop griping, the teacher is always right!" The parents of today question what they're getting for their school tax dollars. The shoe is on the other foot: The community is now grading the schools.

It's the caring, the improved education, and the increased leisure time of parents which offer great potential for building a home-school educational partnership.

Reaching out for those parents who are ready to help, will make the school's work easier, not harder. It's not doubling the burden of the school job; its lessening it by sharing it with the people who can really make the educational difference. The healthy skepticism and caring now shown by a growing number of parents offer the most hope for school personnel today. Not even the best school can do the job alone.